

ABSTRACT

AN ANALYSIS OF TEACHER TALK IN ENGLISH CLASSROOM INTERACTION AT SMA NEGERI 1 WAY JEPARA

By

Tadzkiya Putri Mahmudah

Teacher talk is one of the important aspects in the English as a Foreign Language (EFL) classroom. However, due to the COVID-19 pandemic, many problems appeared that made the interaction between the teacher and students not go well. This study aims to identify the classroom interactions that occur during the EFL classroom in the second grade of SMA Negeri 1 Way Jepara after the COVID-19 pandemic. The descriptive qualitative method is applied in this study. Six lessons from the EFL class were transcribed and analyzed using the Self-Evaluation of Teacher Talk (SETT) framework adopted from Walsh (2011). The findings show that only three classroom modes appeared, with the managerial mode dominating the distribution of teaching modes, but the classroom context was not found. The teacher also performed all the interactional features, with the highest number being initiation in the form of questions. However, the students' responses did not meet expectations because they frequently spoke in Indonesian rather than English.

Keywords: classroom interaction, teacher talk, SETT framework